

**Special Education Paraprofessional  
In Montana Schools**

**Resource Guide Activity**

**for**

**“A Resource Guide  
For Administrators, Educators, and  
Paraprofessionals”**



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### **Introduction to Resource Guide Activity**

Read each situation and decide how the Resource Guide could be used to help. Note what page numbers could be used. Then, note how those pages would be used. (Example: pp. 13-16 How? Copy these pages and hand out to all team members with a follow-up contact with each to get any comments or concerns.)

#### **Situation 1**

Mark is a paraprofessional who, in the past, has worked one-on-one with a student with significant needs in a special education classroom. This year, he will be working in the middle school. He will be working with the seventh grade team supporting students with learning disabilities in their classes. The seventh grade teachers do a lot of collaborative teaching with the special education staff. Mark will need to work collaboratively with all the different teachers he will be working with. It would also be helpful for Mark to have some information regarding assessment of the students he will be working with.

How could you use the Resource Guide to help Mark?

Pages

How used

#### **Situation 2**

Susan is a paraprofessional being hired in January due to an increase of students needing help in the classroom. Susan has not worked in the school system before. Susan will need to get oriented to the school and district, as well as federal and state policies. It is necessary for her to have information from where to hang her coat to the chain of command and how to handle suspected child abuse.

How could you use the Resource Guide to help Susan?

Pages

How used

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### **Situation 3**

Margaret has been a paraprofessional for nine years in the elementary school and has worked with Peter (a 4th grade student) for the last three years. Her supervising teacher, Lynn, is a first-year teacher and is new to this small, rural community as well. Peter's mother often asks Margaret for information regarding Peter's program and whether he is meeting his IEP goals. Lynn is having a difficult time finding her role as a supervising teacher due to Margaret's experience and familiarity with Peter and his program. Margaret and Lynn need to clarify their roles and expectations of each other.

How could you use the Resource Guide to help Lynn and Margaret?

Pages

How used

### **Situation 4**

Marvin is a paraprofessional working with a small group of students in sixth grade. There are two students who are making his small group instruction frustrating. Benny is having a difficult time staying on task and is often a behavior problem. Marvin does not feel he is handling the disruptions effectively. Lisa is having a difficult time understanding the material. Marvin feels he is just not "getting through" to her. Marvin needs some guidance and support.

How could you use the Resource Guide to help Marvin?

Pages

How used

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**Situation 5**

Jennifer and Tracey are two paraprofessionals who have been working together in the same classroom all year. They have had their share of disagreements both professionally and personally. It is early spring and their interactions continue to be very negative. It is making the climate of the classroom very tense. Jennifer and Tracey need some mediation to try to work out some of their differences.

How could you use the Resource Guide to help Jennifer and Tracey?

Pages

How used

**Situation 6**

Marcy has worked for the Henry Elementary School District for five years. Previously, Marcy worked in a Resource Room assisting students with Learning Disabilities. This year, she will be working one-on-one with Leon, a student with Multiple Disabilities. This student uses a wheelchair and needs assistance with feeding and toileting. Marcy is eager to work with Leon but is not familiar with universal precautions or ways to assist Leon with some of his personal care. She will also need information on how to gather and record data on his IEP goals.

How could you use the Resource Guide to help marcy?

Pages

How used

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### **Situation 1**

P. 13-17 Roles and Responsibilities—Have all the team members get a copy of this.

P. 27-29 Communication in the Classroom—Ask the classroom teachers to communicate with Mark regarding each of these topics.

P. 36-39 Interaction with Team Members—Give to Mark to read.

P. 40-46 Tips—Give to all team members.

P. 52-54 Learning Styles—Give to Mark and discuss the learning styles of students he'll be working with.

P. 62 Small Group Instruction—Give to Mark.

P. 64 Assessment—Have Mark read this section and discuss the specific tools you use for assessment and the role he should play in those assessments.

### **Situation 2**

P. 13-17 Roles and Responsibilities—Have all the team members get a copy of this.

P. 18 Orientation to School District—Give this info to Administration to make sure Susan gets all the pertinent info.

P. 19 Checklist of Things Para Needs to Know—Give this to Administration to make sure Susan gets orientation to all these things.

P. 20 Checklist of Things to Find Out—Give to Susan so she can ask questions.

P. 22-26 Code of Ethics—Have Susan read and sign.

P. 22 Guidelines for Suspected Child Abuse—Be sure Susan has a copy of this.

P. 30-35 Orientation to SPED—Give to Susan FYI.

### **Situation 3**

P. 13-17 Roles and Responsibilities—Use these pages with Lynn and Margaret to define roles and responsibilities.

P. 22-26 Code of Ethics—Have Margaret read and sign.

P. 36-39 Interactions with Team Members—Read through this info with Margaret to define appropriate interaction with parent and Lynn.

P. 40-46 Tips—Discuss these topics to build an effective team and problem-solving approach to this and other problems that may arise during the year.

### **Situation 4**

P. 35 Specific Learning Disability Def—Make sure Marvin understands the nature of a learning disability.

P. 48-51 Managing Student Behavior—Share this section with Marvin and discuss how it might apply to Benny and the other students in his small group.

P. 52-54 Learning Styles—Identify the learning styles of Marvin's group and have this chart available for Marvin to use with all of his students.

P. 63 Small Group Strategies—Use this list to evaluate Marvin's instruction.

### **Situation 5**

P. 5 Rationale for Using Paraprofessionals—Share this info with them to remind them why they are a vital resource for your program. They have a "high calling."

P. 9 Core Competencies—Emphasis third bullet.

P. 40-44 Tips—Have all team members review this information.

P. 45-46 Collaborative Problem Solving—Go through these steps with Jennifer and Tracey.

### **Situation 6**

P. 19 Checklist of Things Para Needs to Know—Give this to Administration to make sure Marcy gets orientation to all these things.

P. 20 Checklist of Things to Find Out—Give to Marcy so she can ask questions.

P. 33-35 Def of Disabilities—Highlight the disabilities that are applicable to Leon and give to Marcy to read and understand.

P. 64-67 Data Collection and Task Analysis—Have Leon read this and give him a task analysis form for the student he is working with and a model of how to record the specific data.

P. 68-73 Health & Safety—Go over these pages with Marcy and Leon to model and discuss all activities Marcy will be responsible for.

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